

Research on Sino-African Education

中非教育 研究

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前 言

我们 2017 年申报了北京理工大学研究生院研究课题 —— “外国学生汉语习得偏误研究及其语料库建设”，同年 10 月组织召开中非教育研讨会，会议期间我们商议撰写《中非教育研究》专著，我们希望现在所奉上的专著能为我国的中非教育研究提供参考。

《中非教育研究》以近两年的中非教育实证研究为主，由上篇与下篇构成。上篇侧重于孔子学院及跨文化研究，主要研究尼日利亚拉各斯大学孔子学院在中尼关系中的作用、刚果（布）孔子学院马利安·恩古瓦比大学孔子学院汉语教材使用情况的调查研究及南非的语言教学模式、尼日利亚汉教志愿者跨文化适应情况的调查研究。下篇主要围绕北京理工大学以及尼日利亚拉各斯大学孔子学院汉语教学与人才培养过程中遇到的实际问题开展研究，其中，前两篇文章分别探讨了北理汉语国际教育专业硕士学位论文写作中存在的问题与对策以及理工类来华留学生汉语补习的教学实践问题，后两篇文章均以尼日利亚为例，从赴非汉语教学志愿者的视角，在非洲教学实践基础上进行了有针对性的国别化实证研究。

上篇主要内容如下：

第一节主要介绍了拉各斯大学孔子学院在促进中尼友好关系中发挥的巨大作用，阐述了中尼两国在语言、文化、经贸、科技

等方面的交流合作，论证了孔子学院在中非合作共赢中极其重要的战略意义。

第二节追溯了南非族群分化式语言教育模式的缘起和发展轨迹，指出“语言工具观”对南非语言格局产生的深远影响，展示了汉语教育在南非的火热发展态势及所取得的丰硕成果。

第三节报告了刚果（布）马利安·恩古瓦比大学孔子学院汉语教材使用情况的研究，该研究采用问卷调查和访谈等方式考察了该所孔子学院师生对于所使用的汉语教材的满意度情况，该研究结果显示大多数学习者希望通过汉语水平考试（HSK）获得到中国求学深造的机会，同时他们对于海外汉语教材的本土化抱有更多期待。

第四节描述了尼日利亚汉教志愿者跨文化适应的问题与对策。研究依据 Louis 惊奇和理性寻求模式，采用了问卷调查和访谈的方法，从工作、生活和心理三个维度分析了汉教志愿者在尼日利亚的跨文化适应情况。研究表明，赴尼日利亚的汉教志愿者跨文化适应整体良好，但他们在生活和工作中遇到了一些困扰，作者因此提出了相应的对策。这些对赴尼日利亚汉教志愿者具有一定的参考价值。

第五节以“跨文化三空间”理论为依据，研究了汉语作为第二语言学习者和国际汉语教师跨文化交流能力的提升作用，研究表明国际汉语教师跨文化交流能力非常重要。该研究发现具有重要的启示和指导意义。

下篇主要内容如下：

第一节总结分析了 37 篇汉语国际教育专业硕士学位论文，从总体质量和分项质量两个维度对专业硕士学位论文质量进行了评估，指出并归纳了汉教专业硕士学位论文的写作问题，提出了提高论文写作质量的对策和建议。

第二节分析了对理工类专业来华留学生进行汉语补习的必要

性，探讨了针对理工类汉语补习生的特殊性、汉语补习的三个阶段以及影响教学效果的因素等方面问题，并结合自身教学实践提出了提升这一群体汉语补习效果的教学对策。

第三节针对尼日利亚零起点汉语学习者在后鼻尾韵母发音习得中出现的问题，设计听辨和口语测试并进行数据分析，找出这一语音习得的国别化特征，从而对在尼日利亚开展汉语相关语音教学提供参考。

第四节汇报了作者在尼日利亚汉语教学的实践研究，研究运用了汉英语言对比法的教学原理，在对尼日利亚汉语学习者的成语习得情况进行调查分析的基础上，在尼日利亚两所孔子学院进行了汉语成语教学实验，分析了该方法在对外汉语成语教学中的可取之处。

本书是一项集体成果，上篇第一节由尼日利亚拉各斯大学孔子学院外方院长 Chimdi Maduagwu 教授执笔，第二节由大连民族大学外国语学院李丹老师执笔，第三节和第四节作者分别为北京理工大学外国语学院汉语国际教育专业 2017 级硕士生夏渔 (Mabiala Roland Naguydem) 和陈天予，第五节由北京外国语大学 2018 级新闻传播学专业博士研究生王纪澎执笔。下篇第一节由北京理工大学外国语学院汉语国际教育专业王玉雯教授执笔，第二节由北京理工大学留学生中心史慧超老师执笔，第三节和第四节分别由北京理工大学外国语学院汉语国际教育专业 2015 级彭帮艳和尹金凤执笔。上、下篇绪言的撰写及书中论文内容的编辑、校对由北京理工大学外国语学院韩超老师负责。

由于我们水平有限，调查研究的结果可能存在某些不足，恳请同行专家批评指正。

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上篇 非洲孔子学院 及跨文化研究

随着“一带一路”倡议的深入实施和中非合作论坛的持续召开并取得丰硕成果，中非关系迎来了历史性发展机遇。新时代新形势下的中非关系正朝着合作共赢、共同发展的方向深入推进，无论是在政治互信、经济合作，还是社会交往与文化交流等方面，双方交流合作的深度和广度得以全面加强。

中非教育领域的交流合作是发展新时代中非合作关系的重要组成部分，语言互通和文明互鉴是中非教育交流合作的重要基础。自2005年非洲第一所孔子学院成立以来，非洲已有44个国家设立了59所孔子学院和41个孔子课堂，这些有效推进了中非双方互派留学生、派遣援非教师、志愿者和专家、语言学习交换项目等工作，既为非洲各国培养了大批懂汉语的专业技术人才，也为促进汉语和中华文化在非洲的交流与传播提供了充足的教育教学资源 and 保障。

上篇收录的五篇论文，以非洲区域教育教学的历史背景、特点以及中非教育合作发展现状作为出发点和立足点，分别围绕孔子学院、语言教育模式、教材、国际汉语教师及教师志愿者展开研究，以客观现实的例证、丰富翔实的文献、真实有效的数据，从不同的研究视角展示了当前中非教育合作共赢的成果，以及通过追溯语言教育模式发展历史反映了汉语教育在非洲得到认可并逐步推广的良好态势；同时，也反映了当前中非合作发展中存在和面临的问题，提出了解决和提升的途径和方法，比如如何加强和推进教材本土化、快速提升赴非汉语教师志愿者的跨文化适应能力，以及如何借助理论寻求培养国际汉语教师和汉语学习者具有良好的跨文化交际能力之道。

上篇这五节内容既有宏观层面的分析，也有微观层面的探

讨；既有理论阐述，也有案例分析；既讲现状，还找问题，又提对策，对于有志于从事中非教育合作和文化交流，特别是中非汉语教育的研究者具有一定的参考借鉴意义。目前，中非教育及文化交流领域的研究还处于起步阶段，相信随着中非文化教育领域合作交流不断加深，会有更多的中非教育领域的研究成果呈现出来。从这个意义上讲，这五篇论文又起到了抛砖引玉的作用。

THE CONFUCIUS INSTITUTE AT THE UNIVERSITY OF LAGOS: SINO NIGERIAN RELATIONSHIP BEYOND THE UNIVERSITY

This section re-examines the fast growing Sino-African relationship through a direct focus on Chinese government's initiative of the Confucius Institute. The Confucius Institute has spread to almost all African countries. At the last Joint Conference of Confucius Institutes in Africa, held in May 2018, at Maputo Mozambique, about 43 African countries were represented. Great African countries like Egypt, Ethiopia, Ghana, Kenya, South Africa, Nigeria and many others were in attendance. This implies that if the Confucius Institute can be established in great numbers across the length and breadth of Africa, it is therefore capable of being a veritable tool for forging cooperation between the People's Republic of China and Africa.

1. INTRODUCTION

The Confucius Institute excites many Africans because of the myriad of opportunities it promises. Top on the list of the promises is related to the opportunity to learn a new language, Mandarin, which is the language that has the greatest number of speakers, even though not the most widely spread, in terms of use, in the world. Another point is the promise that it is capable of opening a window into the culture of

the Chinese. Chinese culture is ancient and deep and over time, has proven to be strong enough to resist untoward influences from the West. Thus, if Africans can shift a little to the East, Chinese, then the gripping hold of westernisation can be diluted. The next important point is that the Confucius Institute (CI) on behalf of the government and people of China, promises to open up both interpersonal and group relationships between Africans and Chinese. Another important point is the growing influence of China in the diplomatic, industrial and economic spheres. A relationship with China is almost inevitable for the global business of this generation because China has grown to become the second biggest economy in the world and thus has a strong economic impact on the entire world, not just Africa. All these, and many more, issues are at the levels of promises and perceptions. They are not altogether unfounded nor are they altogether real. It is therefore the role of a study or investigation of this nature to either authenticate or refute none, some or all of the views and expectations identified here.

The Confucius Institute is one of the most innovative platforms for modern cooperation that humanity has ever witnessed. It is an initiative of the People's Republic of China and according to *Manual for Confucius Institute Directors*, the institutes "are a major initiative, which is intended to have lasting impact on the perception of China and the use of Mandarin across the globe". To me, Confucius Institutes do not pretend to be avenue for the introduction of China to the world. China is already known, indeed, well known to the world. The average family in the world would have encountered China, either through her wares or any other simple domestic, usually overlooked products, in its house. So apart from this, China perhaps, goes further to ex-

pand the scope of her presence in a relationship with the larger world by creating this new platform. In many countries where Confucius Institutes have been established, potentials abound between the host countries and the People's Republic of China. The success of the establishments will therefore hinge on how forcefully the cooperating bodies are able to identify and properly harness the potentials. According to the founding fathers of the institutes, their impacts are expected to be lasting. For this to be realised, the institutes are carefully crafted into tertiary educational systems of cooperating countries. Tertiary education perhaps has a most formidable impression on anybody and if the objectives of Confucius Institutes are integrated into tertiary educational systems, then their objectives will be much assured. This will make for a better and stronger entrenchment of the ideals of the institutes and invariably guaranteeing success.

The next issue would be what the impact is expected to be. Two major matters are raised, namely perception of China and use of Mandarin language all over the world. Confucius Institutes, all over the world, are mandated to focus on how China is perceived. In other words, they are supposed to first identify the image or diverse images of China in their countries or regions of location and do a re-imaging in all aspects—culturally, politically, socially, economically etc. in line with the realities of the time. The institutes are expected to present a total picture of China, with nothing left out.

For Africa, this onerous task of the institutes must reflect the peculiar conditions of Africa in connection with a favourable relationship with a major world power and economy. The reason is that Africa narrowly survived Western Domination during the era of colonialism and

will be very suspicious of any re-enactment of such a relationship. For this, there ought to be clarity in the relationship. Currently, there are mixed feelings as to the intentions of the People's Republic of China in this regard because the project—Confucius Institute—can become a tool for domination at the intellectual and cultural levels.

2. SINO-AFRICAN RELATIONSHIP

With particular reference to the Federal Republic of Nigeria, a proper harnessing of the potentials of the institutes from their objectives in relation to language teaching, culture exchange, community links, interpersonal and group relations as well as technological and scientific cooperation promises a healthier relationship between two very significant countries of the world—China and Nigeria—from two seemingly insignificant parts of the world—Asia and Africa. It is important to deal with how these realisations can combine to present themselves as a strong bridge between China and Nigeria and indeed all other African countries. It is also important to ascertain its capability in terms of expanding both the educational socio-economic and diplomatic relations between Nigeria, the most populous as well as the biggest economy in Africa, and China, the most populous country in the world as well as the world's second biggest economy.

Precisely, this section dwells more on the role of the Confucius Institutes in African Universities in foisting a better and stronger Sino-African relationship. Nigeria is a typical African country that has presented itself for analysis here and specifically, the Confucius Institute at the University of Lagos (CI Unilag) is used as a model. CI Unilag is about a decade years old. By all standards, it is one of the oldest in

Africa and its output is quite remarkable. It is getting stronger, year after year, especially in fulfilling its set objectives within the University of Lagos and its environs (Director's Report 2017). It has developed, and still is developing and in course of its natural development, has inadvertently established its own peculiar features.

Basically, like many other Confucius Institutes, CI Unilag fulfils the canon function as a veritable tool for forging cooperation between its immediate environment and the people of China. It has thus, positively affected Sino-Nigerian relationship. When it started about 10 years ago, it was, as one would expect, strange. The community needed time to see it unmask itself. As time went on, it unveiled its major, specific, short and even long time objectives. All are summed in "active cooperation between the People's Republic of China and the Federal Republic of Nigeria" (Director's Report). This has largely been carried out through language teaching and culture exchange as well as promoting diplomatic cooperation. In language teaching, CI Unilag started modestly, teaching a handful of people Mandarin and preparing them for HSK Examinations. At the end of 2017, more than 5,000 students had benefitted from the teaching of Mandarin in Unilag CI. There are also about 18 teaching sites outside the University of Lagos, which cut across the primary, secondary and tertiary school (CI Unilag Brochure, 2017/2018). Then there is a completed plan to open a teaching site in one of the most popular and biggest markets in the commercial city of Lagos, where there is also a record of intense Chinese presence. These have, so far, proved to be capable of constructing a strong bridge between China and Nigeria even beyond the University of Lagos Confucius Institute.